

ESD/School Contractors: Essential Information

The intention for ESD work plans – in keeping with CDC guidelines for comprehensive school-based tobacco prevention programs - is to achieve comprehensive school-based programs (at least one activity from each of the first six school goal areas) at the school district and building levels. ESDs should select their work plan activities accordingly.

Required Activities

In State Fiscal Year (SFY) 2005 ESD Contractors must include the following activities in their work plans:

School Policy Assessment S1.01

Conduct an assessment of existing tobacco-free policies in school districts, including enforcement and potential obstacles to enforcement.

School/Community Communication System S6.01

Communicate and collaborate with other tobacco prevention contractors in the ESD to plan or deliver programs and activities - especially for middle school youth and parents - that will increase awareness of tobacco issues and tie in with the schools' comprehensive prevention planning. Specific tasks include keeping community tobacco prevention coordinators informed of school-related activities or opportunities with youth, attending county and community coalitions and activities. Collaborate with community survey stakeholders including local health departments for recruitment of schools for the Healthy Youth Survey. Work with key community contacts to improve enforcement of tobacco-free school policies.

Support the Healthy Youth Survey S7.01

Coordinate the recruitment of schools identified as part of a state and county samples to participate in the Healthy Youth Survey. Host, promote and attend survey trainings including the Recruitment Training, Coordinator Training and Using Your Data Training. Provide technical assistance to schools and act as liaison with the Joint Survey Planning Committee and survey users.

Attend DOH Meetings S9.02

Staff, stakeholders, or volunteers attend State Department of Health contractor meetings. Staff members are required to attend four meetings during the contract year: One statewide two-day meeting and three regional one-day meetings. Attend quarterly ESD tobacco coordinator meetings.

ESD Staff Development S9.03

Training for ESD staff to implement comprehensive school-based tobacco prevention and control programs. All ESD contractors must attend a Cultural Competency training and at least one other training offered by the Tobacco Prevention Resource Center (specific trainings may fall into other activity categories). New staff must attend a 'Tobacco 101' training as well provided by the Tobacco Prevention Resource Center.

And at least one activity from each of the first five school-based goals

Goal S1: Establish and enforce tobacco-free policies

Activities related to this goal are intended to provide school districts and buildings with skills, resources, and information that will result in sustainable, logical, and well-implemented tobacco control policies. Specifically, activities increase awareness and generate support of tobacco control policies among students, staff and community members. At least one activity *in addition to* S1.01 (School Policy Assessment) must be selected.

Goal S2: Implement Tobacco Prevention Curriculum

Activities related to this goal are intended to provide universal tobacco education among youth. Specifically, youth – at one or more points during grades 5-9 – should receive instruction about the short- and long-term effects of tobacco use, peer norms regarding tobacco use, and refusal skills. This instruction should be provided using a documented curriculum. *Curriculum needs to be implemented to fidelity.* For additional guidance regarding curriculum, please refer to the “Curriculum Guidance” document

<http://www.doh.wa.gov/tobacco/Workplans/ESD/curriculum%20recommendations%204-12-02.pdf>

Goal S3: Provide Training for School Staff

Activities related to this goal are intended to provide school district and building staff with skills, resources, and information that will result in comprehensive school-based tobacco prevention programs. Specifically, activities involve providing training to deliver specific curricula, communications about comprehensive tobacco programs with in schools and community, motivational interviewing, and cessation skills.

Goal S4: Involve Parents/Families in Tobacco Prevention

Activities related to this goal are intended to involve parents meaningfully in preventing their children from beginning to use tobacco. Activities should be sensitive to a variety of parental concerns. Some parents who are addicted to tobacco may have difficulty honestly communicating tobacco-free values while other parents may feel that tobacco use is something that should be discussed in the home but not in schools.

Goal S5: Conduct interventions for youth who use tobacco

Activities related to this goal are intended to provide youth who already use tobacco with early intervention or support to quit before the onset of addiction.

In addition to the above activities, all ESD contractors must submit a 3-5 year strategic plan for your tobacco prevention and control program by December 31, 2004. The strategic plan should build upon the Washington State Strategic plan that will be released in Spring 2004. A suggested format will be provided during the strategic planning trainings in the Spring of 2004.

Additional Information

Budget: ESDs are funded out of the Tobacco Prevention and Control account, which is made up of funds from the master settlement and tax initiative funds. ESDs are required to submit monthly invoices for actual costs. ESDs should indicate the approximate percentage of tobacco funding deployed through subcontracts with local districts as opposed to providing direct services to districts.

To justify payment for invoices submitted to DOH, monthly reporting should describe progress in work plans. Reporting should be completed in CATALYST by the 10th of each month for activities from the previous month.

Comprehensiveness: The overarching goal of the work plan is to achieve comprehensive school-based programs of tobacco prevention. This means that all the elements of the CDC guidelines for school-based tobacco prevention are being addressed. All school-based contractors must select at least one activity from each of the following areas: policy, curriculum, training, parent/family involvement, cessation support, and community collaboration. Additional activities may be selected as resources and goals allow.

Building Capacity: This is an important element in achieving desired tobacco prevention outcomes. Capacity-building activities are intended to provide ESDs, school districts, and local schools with the skills, resources and information that will result in increased ability to deliver effective programming at the classroom/student level. Capacity-building activities work collectively to raise awareness, generate momentum, remove barriers, and generally increase coordination and impact of activities “down the line”. ESDs should review their goals, consider which activities will build capacity and which will provide services directly to teachers, and develop their work plans accordingly.

Staffing: Adequate staffing is a critical element in achieving desired tobacco prevention outcomes. ESDs must maintain at least 1.0 FTE dedicated to tobacco prevention, to ensure they have the minimum capacity to serve the school districts in their service area. The 1.0 FTE may not be split between more than two staff. Job responsibilities for tobacco FTE should align with tobacco prevention goals and school-based goals.

Tobacco prevention responsibilities are not the same as for early intervention or student assistance programs (SAP), i.e., with regard to youth smoking cessation. Although there is some overlap, and these conditions all exist on a continuum, the role of the tobacco prevention specialist in the “intervention” or “student assistance” arena is mainly to provide (or coordinate) access to cessation services, and to create and/or maintain programs and environments that support students to quit using tobacco and to stay tobacco-free **after** they complete a cessation program.

Along the same lines, tobacco prevention responsibilities are not identical to those of general prevention specialists or prevention of other conditions (such as alcohol or drug

use). Although there may be considerable overlap, the tobacco-related activities must be specifically identified within a broader prevention job description.

Curriculum: The curriculum options, which may be selected on the work plan template, are considered to be applications of best practices for tobacco prevention according to CDC guidelines and principles. This means, among other things, that there is demonstrated coordination and/or integration of the tobacco curriculum with school health education, other prevention areas, and other academic areas. In addition, proven curriculum is backed by rigorous long-term research showing that it is effective in reducing tobacco use or delaying onset of tobacco use.

Evaluation:

Participation in Healthy Youth Survey recruitment is required.

Use of the School Policy Improvement Tracking Tool in CATALYST is required for S1.01 School Policy Assessment.